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ABSTRACT

This report discusses the various interpretations of the external degree concept, its potential impact on American higher education, and how an urban university may expand and improve its delivery systems to a larger variety of student populations on a sound financial basis. Areas covered include: prospective students; experience with home study courses; credit toward a college degree for life experience and/or through the nationally standardized examinations of the College Level Examination Program; institutions that should offer the external degree; nontraditional practices in American universities; and faculty attitudes toward external degree programs. (Author/CS)

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# THE EXTERNAL DEGREE

# and

# HIGHER EDUCATION IN THE UNITED STATES:

## An In-Depth Overview as the Basis

## for a

## Non-Radical Independent Studies Program

## for an

## Urban University

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HE 003 410

March, 1972

FIGURE 1

THE EXTERNAL DEGREE PROGRAM CONCEPT

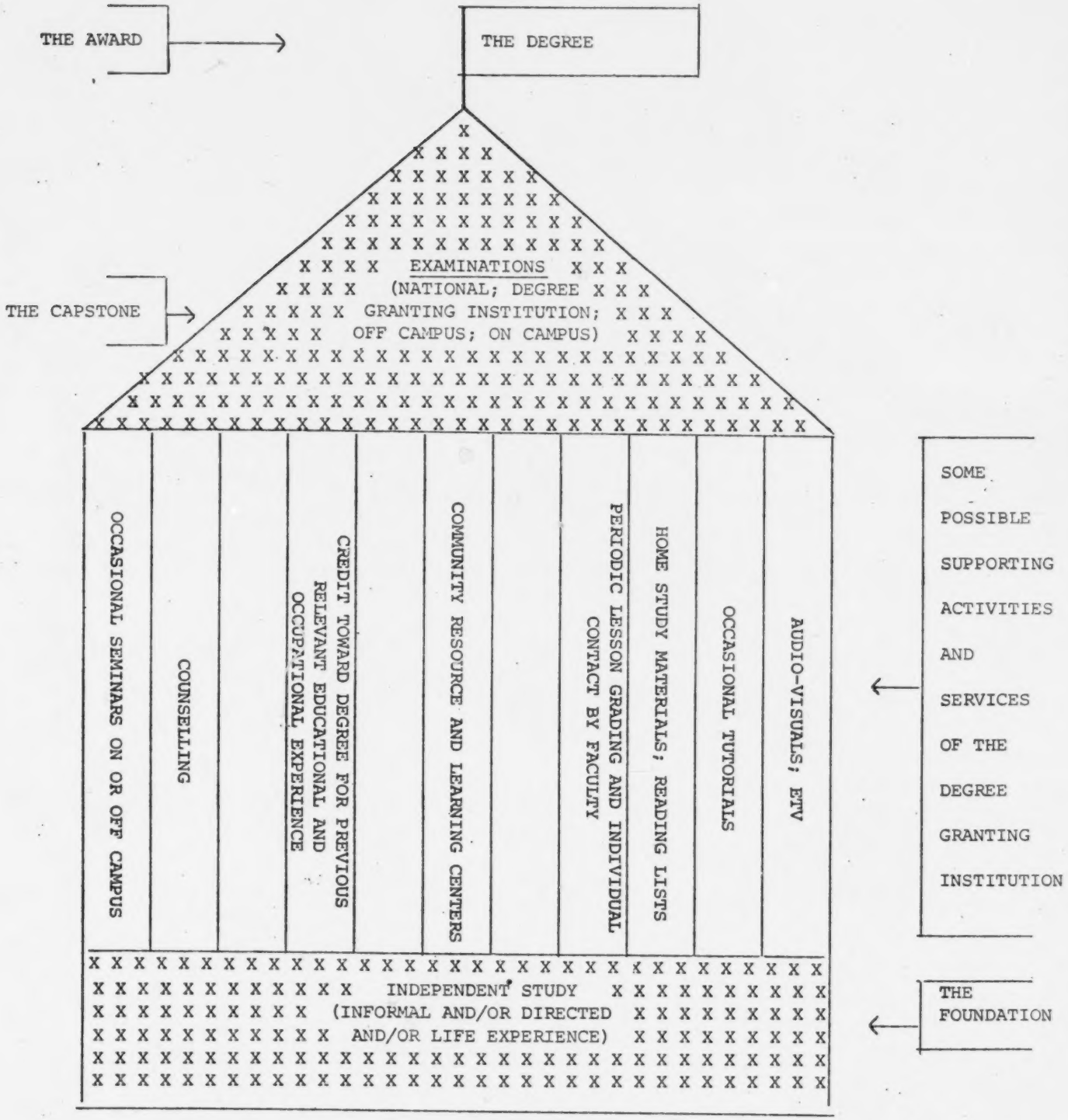
THE AWARD
THE DEGREE
THE CAPSTONE
EXAMINATIONS
(NATIONAL; DEGREE GRANTING INSTITUTION; OFF CAMPUS; ON CAMPUS)
OCCASIONAL SEMINARS ON OR OFF CAMPUS
COUNSELLING
CREDIT TOWARD DEGREE FOR PREVIOUS RELEVANT EDUCATIONAL AND OCCUPATIONAL EXPERIENCE
COMMUNITY RESOURCE AND LEARNING CENTERS
PERIODIC LESSON GRADING AND INDIVIDUAL CONTACT BY FACULTY
HOME STUDY MATERIALS; READING LISTS
OCCASIONAL TUTORIALS
AUDIO-VISUALS; ETV
SOME POSSIBLE SUPPORTING ACTIVITIES AND SERVICES OF THE DEGREE GRANTING INSTITUTION
INDEPENDENT STUDY
(INFORMAL AND/OR DIRECTED AND/OR LIFE EXPERIENCE)
THE FOUNDATION

FIGURE 1

a. 2

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SAMUEL M. BURT
HERBERT E. STRINER

March 7, 1972

## INTRODUCTION

One of the undeniable phenomena of our society today is the insistence on the part of individuals, employers and educational institutions for credentialization as proof of mastery of a body of knowledge and/or a set of skills. An individual may want a diploma to satisfy his ego, or may need it to qualify for a licensing examination, to obtain a job, to compete for a promotional opportunity, or to move upward through the educational system of our nation. To decry this dependence on educational credentials, as is being done by many educational philosophers and commentators on modern society is simply to deny the facts of life as they currently exist. Individuals must have educational credentials to support their efforts at upward mobility in both occupational and class status. And more and more individuals are seeking such credentials with each passing year.

American higher education has responded to this desire in many ways. In addition to establishing new institutions and expanding the physical facilities, faculties and programs of existing institutions along traditional lines, they have also initiated such non-traditional efforts as correspondence courses; off-campus courses and degree programs; credit toward degrees through examinations conducted either by the institution itself or by some nationally recognized organization; credit for work experience towards degrees in specialized career fields; and even telescoping time requirements for completion of degree programs. Despite this increase in opportunities and alternatives for many additional thousands of people of all ages each year to obtain college level education and diplomas, it is believed there are many more hundreds of thousands who want and are capable of achieving such education who are either

being poorly served or not served at all by our institutions of higher learning. It also appears that, because of lack of funds, present colleges and universities have come close to the limits of expanding their facilities and increasing their faculties. In addition, there are questions being raised as to the relevancy of higher education as currently offered on campus for those students who drop out, and whether the concepts and practices of open admissions, universities-without-walls, extension universities and colleges of continuing education can be as experimental and innovative as they should be when they are governed by traditional university policies and criteria.

All of these questions added to the problems of the presumed unmet needs for college education of an annually increasing number of youth and adults, as well as the constant concern for quality education by our universities and colleges, have led to a series of proposals for new directions on the part of American institutions of higher education. Among the most interesting, and one which has received considerable publicity because of recent substantial grants from the Ford and the Carnegie Foundations, is the external degree program concept.

The various interpretations of this concept, its potential impact on higher education in the U.S., and how it may be adapted by an urban university to expand and improve its delivery systems to a larger variety of student bodies on a sound financial basis is the subject of this paper. Not discussed, or merely mentioned in passing, are such questions as "What is an educated person?"; "What should be the mission of an institution of higher education?"; nor do we discuss the concepts of the "University Without Walls" movement. We have left to another time and to other writers the defense of traditional higher

education as well as the need for its reform, along with proposals for such reform.

## A. WHAT IS AN EXTERNAL DEGREE?

In its pure sense, the external degree is one for which a student may complete his higher education degree requirements by passing a prescribed series of examinations without pursuing a formal program of studies either on or off campus. The examinations may be developed and administered by the degree granting institution, or the institution may utilize nationally standardized subject matter examinations developed by an organization created specifically for testing purposes. The assumption is that people are entitled to the recognition afforded by the granting of a degree if they pursue independent study over a period of time and perform well in tests developed by or acceptable to the degree-granting institution. This is basically the type of program to be offered by the New York State Regent's Degree Program which was initiated in September 1971 with funding from Ford and Carnegie Foundations. The New York tests will be developed by the College Entrance Examination Board. The program will also be aided by the Home Study Clearing House of the state's College Proficiency Examination Board. A number of other state systems of higher education, including Massachusetts, California and New Jersey already have or will soon be authorizing the granting of external degrees by examination. Australia and South Africa have long been operating this type of external degree examination program, as has the University of London.

However, there are numerous permutations of the external degree program concept as already developed by several colleges and universities in the U.S. and overseas. These other programs may be classified as follows:

1. Independent study of a prescribed series of home study courses developed by the college or university, and administration on campus of examinations developed by the degree granting institution.
2. Same as 1 above except that the home study courses have been developed by an outside home-study or correspondence school and been approved by the degree-granting institution faculty. The home study material is purchased by the degree granting institution for issuance to its external degree students.
3. Same as 1 and 2 above, except that community resource and learning centers, as well as the campus, are utilized for occasional seminars and tutorials conducted by faculty of the degree-granting institution. Counselling, remedial education and testing may also take place at these community learning centers.
4. Same as 1, 2 and 3 above, except that nationally standardized tests such as those available from the College Level Examination Board Program are utilized by the degree-granting institution for its testing in subject matter areas.
5. Same as all of the above except that in addition, some credit toward a degree is provided on the basis of an evaluation of vocational experience, previous non-credit courses, publications, etc., as may be submitted by individual students.

Other modifications are being utilized by one or more universities involved in granting external degrees. Brief descriptions of several such programs are contained throughout the text of this paper and in Appendix A.

While some external degree practices and programs may be considered radical departures from the traditional format of on-campus programs of study, the authors of this paper are convinced that the application of the external degree concept to higher education in the U.S. is better described as an innovative system for delivery of higher education to students who prefer independent study to scheduled classroom attendance. When viewed as "another delivery system", the external degree concept is seen in its proper perspective as a logical extension of the continuum of the off-campus programs and the home-study via correspondence programs being offered by many Colleges of Continuing Education. For educational reformers to seek radical change in higher education through utilization of an external degree program is as hopeless an exercise in progress as "putting the cart in front of the horse." While an external degree program can be part and parcel of a major reform within an institution of higher education, in and of itself, it should only be considered as one of the delivery systems, albeit innovative, being utilized by the institution in fulfilling its accepted mission. The considerable doubt expressed by a number of commentators as to the desirability, feasibility and possibility of "tradition-oriented" colleges and universities to adopt an external degree program is occasioned, we believe, because they erroneously consider such a new program as being a radical departure from present practice and the vehicle for a new type of higher education. That many existing insitutions are offering external degree programs, or some variant, demonstrates that these commentators have failed to understand the basic concept of the program. This in no way diminishes the value of establishing new institutions of higher education - such as Empire State College in New York, or Edison College ~~(an affiliate of Rutgers)~~ in New Jersey - which only offer external

degree programs of study. As a result of their experimental efforts they may develop new formats for higher education. On the other hand, they may simply become another delivery system for what we consider the traditional format. It is much too soon to predict.

What we can predict is that saddling a new delivery system with a new format of higher education will inevitably be considered as offering a second or third-rate type of education by most college educators. Even when a course offered on-campus is provided off-campus by the same instructor, it becomes tainted as somehow not being of the "same quality" as the on-campus course. How, then, is it to be viewed when offered on an independent, home study basis? The existing syndrome concerning off-campus courses presents enough problems to overcome without adding the additional problems of a radical new format, as demonstrated by the problems of attempting to initiate and conduct inter-disciplinary programs on-campus. To add such problems to the many difficult problems of initiating, administering and conducting an external degree program is an excellent strategy for assuring failure when done so by a tradition-bound university or college.

## B. PROSPECTIVE STUDENTS FOR AN EXTERNAL DEGREE PROGRAM

Of prime importance to the higher education community interested in the external degree concept is the acquisition of some knowledge as to the potential numbers and types of people who are interested in engaging in independent study at the college level.

### 1. Number and types of people who may be interested

It is postulated that the external degree program concept, in one or more of its ramifications, can best meet the college education needs and desires of people among the following population groups who for some reason, cannot or do not want to attend scheduled college classes:

1. Housewives
2. Working mothers
3. Community college graduates who are employed full-time
4. Exceptional college students who feel constrained by the requirements of class attendance and group interaction
5. College dropouts (at all levels) who cannot and/or do not want to return to a college campus
6. Veterans with family responsibilities making it necessary for them to be employed full-time
7. Young adults who are poor
8. Mature adults who are employed full-time
9. American students working abroad
10. Veterans who have certain types of experience and have completed USAFI courses
11. Foreign students who desire American university degrees
12. Employed adults needing specialized professional education for new careers

13. People from minority groups who may or may not have completed secondary school

14. Individuals in correctional institutions

15. Physically handicapped individuals who are homebound.

Many people in these groups are, of course, currently enrolled as part-time students in various college programs. According to the Newman Report:*

> "In 1969 there were 860,000 students enrolled part-time at public community colleges. (ed: about 1/4 to 1/3 were older students). At public 4-year state colleges, there were over 520,000 part-time students....private schools (enrolled) 500,000 students. Of these 2/5 were women."

The question must be raised, however, as to how many of these people would prefer an external degree program. A possible clue may be theorized from the estimated drop-out rates of institutions of higher learning, as indicated in Table I.

---

*Report on Higher Education, U.S. Department of Health, Education and Welfare, March 1971 (Frank Newman, Chairman), p.10.

Table I*

Percentages of Graduates from

Various Types of Universities and Colleges

| | Percentage graduating within 10 years at some institution | Drop-out Rate (%) |
|---|---|---|
| 15 most selective private universities | 90-95 | 5-10 |
| Large state universities | 60-70 | 30-40 |
| State colleges | 35-50 | 50-65 |
| Public junior colleges | 15-30 | 70-85 |

These figures indicate, accoring to the Newman Report, that of the more than one million young people who enter college each year, only about one third will ever complete a four-year course of study. It is argued, therefore, that an external degree program might conceivably appeal to the over 700,000 annual college dropouts who at some time in their lives would like to "drop-in" again on a non-campus based program. Furthermore, the Newman Report states:

> "We believe that half of the entering students...find the present academic format unattractive. And many students who have developed the necessary academic skills to succeed in the present format would prefer other approaches if they were available."**

In addition, of course are the many millions of adults who never did attend college, as well as the approximately five million people enrolled in correspondence courses (to be discussed below) who are not included in the above statistics. These figures are translated by Dr. S. Moses into a prediction that some 82 million adult Americans will be involved in all types of educational programs by 1975.*** He believes that most of these adults will not learn at institutions whose primary goal is education, and very few will receive formal credit for their studies. There is an assumption, however, by a growing

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* Ibid., P.2

** Ibid., P.63

*** S. Moses, "The Learning Force: An Approach to the Politics of Education" Paper presented at the annual meeting of the American Political Science Assoc. 1969

number of educators, that a large percentage of these people would take advantage of an opportunity to translate their informal educational achievement into college academic credit, as evidenced by the rapidly rising use in recent years of the practice of credit by examination at the college level. Already several states have implemented an "external degree" program which would enable those not enrolled in a college to obtain a degree by passing appropriate examinations. These states are either developing their own college equivalency examinations, or utilizing the nationally standardized College Level Examination Program (CLEP) developed by the College Level Examinations Council under the aegis of ~~the Educational Testing Service and~~ the College Entrance Examination Board. (This program is discussed in detail later in this paper.)

The Educational Testing Service has a much more conservative estimate than Dr. Moses of the number of people currently engaged in independent adult studies. In a recent report describing the public service advertising campaign on TV concerning the CLEP examinations, which has brought in some 100,000 inquiries in a little over 12 months, ETS stated:

> "The College Board chose this unprecedented method to make its offerings known because many of the 25 million Americans who are estimated to be engaged in adult education programs or who are studying on their own have no other way to find out that it is possible to earn credit toward a college degree through CLEP."*

Leaving these astronomical figures to the tender mercy of the future, it is interesting to note at this point that the Open University of Great Britain opened in January, 1971 with a first class of 25,000 students selected from amont 40,000 applicants. It can be argued that these figures have no applicability to the U.S. because higher education in Great Britain has long been restricted to a much smaller proportion of the population than in the U.S.

* ETS Developments, Educational Testing Service, Princeton, N.J., Fall, 1971

However, the newly established Empire State College external degree institution of higher education in New York - funded by the Ford and Carnegie Foundations on an experimental basis - expects an enrollment of some 40,000 residents of New York State by 1980. This despite the great number of community colleges and other colleges and universities throughout the state. The most meaningful statistics, however, which we have found are those released by a consortium of three community colleges in the Baltimore (Md.) area which recently offered eight independent study college credit courses via TV. During the first year over 1000 enrolled, with 40% seeking college credit.*

Whether or not the potential number of external degree program students is 25 million or 85 million, there is no question that the numbers are sufficiently large to warrant serious consideration by educators as to how to best meet this particular demand for higher education.

2. Capabilities of potentially interested students

A major problem facing educators, of course, is to determine the capabilities of potential independent study students to engage in college level studies. There are several facets to this problem. In an effort to determine whether there are a substantial number of adults who, not having engaged in formal education beyond high school, can demonstrate academic achievement equivalent to that of college students at the sophomore level, the Educational Testing Service recently ~~conducted a study involving~~ analyzed the data available from testing over 43,000 military personnel. The majority were between the ages of 19 and 22 years, with 69% having completed the 12th grade. The total sample was administered the complete battery of the General Examinations of the College Level Examination Program. The content covered by the tests is similar to the content included in the program of study

* Jerry M. Cohen, "Maryland's Community College of the Air", Junior College Journal, Washington, D.C. October 1971.

required of many liberal arts students in the first two years of college. The examinations have been normed on a national sample of 2,582 full-time second-term sophomores at 180 institutions of higher education. A comparison of the test performance of the military personnel with the college sophomore normative sample indicated that:

> "It is apparent that a large number of military personnel who have had no formal higher education can score as well or better than the average college sophomore on tests of academic achievement."*

This conclusion must be tempered by the fact that the military sample was a self-elected one composed of individuals who took the CLEP examinations voluntarily to obtain academic credit in civilian or military institutions for their knowledge and experience. Furthermore, detailed analysis found a significantly positive relationship between formal college education and academic knowledge, and that the pattern of the level of academic knowledge in different disciplines changed as a function of age. Knowledge of humanities, social sciences and history improved with age while achievement in mathematics and natural sciences declined. Despite these caveats, the report concluded that there are substantial numbers of adults whose educational accomplishments are comparable to that of formally educated college students, and therefore the practice of college credit by examination should be continued and expanded. Here is strong support for one of the major tenets advanced by proponents of the external degree program in higher education.

There is another group of people about whom we have some knowledge who should be included as potential candidates for college level external degree programs - students enrolled in home study (correspondence school) courses.

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* Amiel T. Sharon, "Adult Achievement in Relation to Formal Education and Age", Adult Education, Volume XXI, No.4, Summer 1971.

Page 14.

Since independent study is the foundation of the external degree program concept, there is much to be learned from the experience of institutions and organizations offering programs of directed home study.

## C. EXPERIENCE WITH HOME STUDY COURSES

Over sixty universities offer a wide variety of home study courses for credit at the undergraduate level and six offer courses for graduate credit. All of these institutions are accredited by the educational accrediting agency of the state or region in which they are located. Many colleges and universities will accept from 30 to 60 credits received through such independent study toward a college degree.

Accredited universities and colleges do not as yet grant degrees on the basis of credit earned exclusively through independent study. The amount of independent study credit which may be applied to a degree varies from less than the equivalent of one semester's work to the equivalent of two full years of on-campus study. Among the variety of policies in this matter, Syracuse University offers the degrees of Bachelor in Liberal Studies and Bachelor of Science in Business Administration based on home study plus 24 days per year on campus, over a period of four years. The University of Oklahoma BLS external degree program requires seven weeks of classes on campus during a four year period.

Many universities and colleges accept completed home study courses for admission purposes, either with or without a qualifying examination. The examination may be one developed by the degree-granting institution or one administered on a national scale by the College Level Examination Program. (CLEP is discussed elsewhere in this paper.)

According to the National Home Study Council, Washington, D.C., there were nearly 5,000,000 people studying by correspondence in 1969.

Table 2

Home Study Organizations and Student Body--1969

| Organizations and Institutions Offering Program | Number Reporting | Student Body |
|---|---|---|
| Private Schools | 250 | 1,773,453 |
| Federal and Military | 27 | 2,465,614 |
| Colleges and Universities | 64 | 303,941 |
| Religious | 12 | 102,541 |
| Business and Industry | 16 | 38,221 |
| TOTAL | 363 | 4,683,770 |

The dropout rate in home study courses is difficult to estimate because there are many factors which can contribute to the holding power of courses offered by individual schools. If the school carefully screens its students, concentrates on adults for its student body, offers highly specialized programs, and maintains a highly individualized correspondence, telephone and even personal contact with its students, the drop-out rate can be as low as 30%. However, the over-all rate for all types of home-study schools is estimated at close to 70%. It is of interest in this matter to compare the drop-out rate rates in Table I from colleges and universities. Also of interest is Britain's Open University anticipated drop-out rate of 30%, and Empire State College is planning for a drop-out rate of 25-30%. (All home study schools which are members of the National Home Study Council are required to remit some part of tuition payments on a sliding scale basis if a student drops-out within 180 days after enrollment.)

Adult education programs of all types are plagued with high drop-out rates. As reported by Sainty, they range from 48% to 84%* Knowing that high rates are prevalent, it can be hoped that planners of external degree

* Geoffrey E. Sainty, "Predicting Drop-Outs in Adult Education Courses", Adult Education, Vol. XXI, No. 4, 1971

programs will concern themselves not so much with selecting people who should be admitted, but more with providing improved opportunities for success of all those who enroll. It is for this reason that so much attention is being given to providing counseling and other supportive services (see Figure A) to students who enroll and can be identified as requiring such services. While supportive services increase the cost of the delivery system, the increase per student would be overshadowed in quantam measure by the benefits for society if the drop-out rate is improved.

Supportive services such as counseling, training sessions on how to study, tutorials and seminars on a voluntary or required basis, a "buddy system" for small groups of highly motivated but undisciplined (in terms of study habits) students, dial access telephones to computerized lectures, audio-video cassettes, neighborhood "learning centers", etc., can be as valuable to the so-called disadvantaged or slow-learner students as for those students who learn easily and well through home study.

The Gould Commission, in its recent report, concluded that non-traditional study requires a considerable amount of counseling and guidance for the potential student. "Extraordinary attention must be paid to this preparatory step", states the Commission. Furthermore, the report concludes,

> "Similarly, we are convinced that as the student proceeds with his chosen program, human contacts must be provided to him through conferences with faculty, advisers and others. Although this may sometimes be difficult to arrange in a nonresidential situation, it is not impossible." *

The Commission also suggested that new relationships between educational institutions and community agencies - libraries, museums, business, industry, etc., should be utilized as part of the non-traditional studies program. These conclusions, we find, are also those of many studies dealing with traditional

* New Dimensions for the Learner, Commission on Non-Traditonal Study, N.Y.C. September, 1971

education. While the authors of this paper do not disagree with the Commission's conclusions, and have provided for supportive services in their proposal discussed later in this paper, we do feel it is pertinent to report here that Arthur Chickering, Vice President of Empire State College, in a study conducted for the federal government, found that "75% of college students spend less than a half-hour in conversation with a faculty member each semester, and 60% have no contact with any faculty member outside the classroom."* This finding does not serve as a rationale for students not having day-to-day contact with professors in independent study programs; rather, we see it as a condemnation of on-campus programs which offer so little contact! We report Dr. Chickering's findings only because we have read and heard so many self-serving and self-righteous statements from campus faculty as to the impracticability of independent study in higher education because of the over-riding need for faculty-student contact!!

It is interesting to note that England's Open University has established 250 local study centers and made available some 2500 tutors and guidance counselors to make possible individualized "faculty" contact and relationships with its approximately 25,000 external degree students. This is in addition to the regularly televised broadcasts of lectures and video-tape presentations and home study materials. It is of further interest to note that all the study and learning materials may soon be made available for the American market through commercial or university sources. Thus it may be possible for people in the U.S. to obtain a degree from England's Open University. Or an American university may adapt England's materials for its own external degree program!

Nevertheless, many educators sympathetic to the external degree concept are concerned with the questions of why and how part-time students who find it difficult to attend either on or off-campus programs will find the time and

* Off-Campus Universities, The Wall Street Journal, February 2, 1972 (page 1)

energy to study at home, no matter how highly motivated and self-disciplined they may be, nor the extent of the supportive services provided by the educational institution. Part of the answer may be in the nature and type of the home study material itself.

The traditional home study correspondence school programs rely on textbooks and other readings (assigned and suggested) around which are built study guides, workbooks, tests and exercises (i.e. fill-in for multiple-choice questions, short essays, "kitchen" experiments, self-diagnostic tests) and examinations which are mailed by the student to the school, graded and returned to the student with suggestions and comments. Some correspondence schools make provision for telephone communication with a "tutor" at the school's headquarters, or in the area in which the student resides. An in-depth review and analysis of a sampling of such independent study materials was conducted by faculty members from 12 colleges and universities at a conference called for this purpose by the Syracuse University Research Center External Degree Policy Institute, August 8-11, 1971. The subject matter areas included English composition and literature, humanities, psychology, science, sociology, accounting, mathematics, and management and marketing. The materials examined at the conference have been developed by:

The Open University of Great Britain
Learning Systems Company
Future Resources and Development, Inc.
New York Institute of Technology
Cognitive Systems, Inc.
Individual Learning Systems
Syracuse University (in connection with its off-campus Bachelor of Arts and Liberal Studies program)

The Policy Institute staff asked the conference participants, organized into subject matter panels, to react particularly to the following questions:

1. Is the material of college level?

2. Does it successfully teach?

3. Does the A-V material add or detract?

4. Is the material self-sufficient? If not, how should it be supplemented or supported?

Following is the summary report of the conference:*

"On the question of level, most of the materials reviewed were judged to be of collegiate quality, although some reading assignments and bibliographies were deemed unduly traditional or even passe.

The critical issues, involving in each case surprisingly little disagreement among and within panels, centered around questions (2) and (3). Here, academic wisdom provided insight of inestimable value to the future of a successful external degree program.

Time and again, the academic panels emphasized their belief that college-level teaching must induce the student to think, not just to memorize. Good materials must feature concepts as well as skills and techniques. Clear exposition, although essential, is no substitute for stimulating curiosity and independent problem-solving. In the Humanities and the Social Sciences, where judgments differ and certainties are elusive, exercises and examinations that assume "right answers" are worse than useless.

Many of the materials reviewed were criticized for violating these and similar maxims, although some of the franker academics at the conference raised the question of how often these maxims were, in fact, violated on campus.

Perhaps no aspect of the new learning packages was more stridently disparaged than the films and the audio cassettes. At the same time, there was an almost unanimous opinion that, if done well, films, tapes, cassettes, records, and other mechanical aids would be absolutely essential to successful independent study. By "done well," the conferees seemed to agree on the following:

(1) A-V materials should be used sparingly and only when they add substantially to student motivation or comprehension. It was recognized, however, that some students are more ear-minded than eye-minded. In such cases, additional tutelage by means of audio cassettes or records might be warranted.

* Newsletter, External Degree Program: Policy Institute SURC, Vol. I, No. 3, September 1971, Syracuse University Research Center

"(2) Tapes and films should not be geared for standard lectures. The new media demand special techniques of presentation and open up special opportunities for motivating and instructing the learners. The dramatic, the visually technical, and the contentious (debate-discussion) lend themselves particularly well to A-V presentation.

(3) A-V materials must be integrated with texts and work exercises. Many of the materials were criticized because of this lack of congruence.

(4) Contemporary men and women are raised and nurtured in an A-V world of pictures and sound. They have learned to turn off or tune out dull and shoddy programs. Educational A-V materials must be of stunning quality to attract and hold the modern learner.

(5) A-V materials are no substitute for the human touch in teaching. All materials, whether printed or A-V in nature, must be supplemented with direct interface between students and faculty mentors or tutors."

The authors of this paper also obtained college level independent study materials for several courses from Future Resources and Development, Inc., Connecticut, and The American School, Chicago (description of available courses below). Review by faculty members and students confirmed the general findings of the SURC conference participants reported above. Following is the in-depth review of the FRD course material for Introduction to Sociology:

"In reviewing several of the basic materials prepared by Future Resources and Development, Inc., as well as other texts and tapes, I would evaluate this total approach as having considerable possibilities but needing some refinement and improvement prior to its acceptance or adoption by the University.

The Study Guide contained within the large three-ring notebook is well organized and not difficult to follow for the beginning student in sociology, and I think the six basic sections are quite logical in sequence: 1) What Is Sociology 2) Socialization 3) Living in Communities 4) Society's Segments 5) Society as a Process 6) Applications and Contributions of Sociology. In addition to these, however, I would think that there needs to be a section on conerns within community that lead to research and application (as suggested within section 3). This would not imply a detailed consideration of such issues but rather an acquaintance with them.

In considering the textual material suggested, there is a primary relationship to "Principles of Sociology" by Lee, which I believe to be a fair foundation for understanding the field. There are two problems with Lee. One, it is only an overview and second, it is not contemporary.

"The outline provided by Future Resources and Development, Inc. suggests many different supplemental readings. Several of the practicum students suggested that these readings might be too difficult for beginning students. The material is comprehensive, however, if such a program were adapted by the University, a departmental faculty group would have to re-evaluate the textual material to decide what would be appropriate and feasible for a one semester course. The study course being evaluated is a two semester introductory course which contains extensive suggestions.

The emphasis is on media and contemporary materials in press and radio-TV coverage is excellent. The pre-test and post-test is also a very practical and helpful means of evaluating one's own progress. I would question, however, the need for much research and reporting of such an introductory course. I would think, rather, more illustrative material, such as case studies in which research is incorporated, would be helpful.

The cassette tape which I and others played on recorders left much to be desired in content and in style of presentation. I found it difficult to grasp all of the information, given quickly, and with somewhat of an accent. There could be much better production of tapes, and I think this is essential if the Home Studies concept is to succeed.

I believe that it would be advantageous for students enrolled in such a course to have opportunity twice during a term to meet face-to-face with other students and representatives of the Department for a more satisfactory personal understanding of the course, its objectives and further aspects of detailed study in the field. This may already be envisioned in the plan, and I would regard it as a very important consideration.

In summary, the materials were considered adequate by the members of the practicum. In the preceding paragraphs I have incorporated most of the substantive and critical suggestions."*

It is well recognized that the preparation of sophisticated home study materials, particularly when the multi-media approach is utilized, is a highly specialized, time-consuming craft requiring considerable expertise. It is not a task to be lightly undertaken by classroom teachers. It is interesting, therefore, to note the following additional comments taken from the report concerning the FRD Sociology course material:

It is well recognized that the prepartion of sophisticated home study materials, particularly when the multi-media approach is utilized, is a highly specialized, time-consuming craft requiring considerable expertise. It is not

* Muriel Cantor, "Evaluation of Home Studies Course in Introduction to Sociology, February 22, 1972. (Intradepartmental memo to Karen Petersen, Chairman, Curriculum Committee, Department of Sociology, The American University, Washington, D.C.)

a task to be lightly undertaken by classroom teachers. It is interesting, therefore, to note the following additional comments taken from the report concerning the FRD Sociology course material:

> "However, it may well be that students could learn as much sociology from a well-organized syllabus, with assigned readings and several taped lectures prepared by the departmental members. Such a program including two seminars during a semester with the Home Studies students might save considerable expense, take no more work (since extensive revision and selection of materials are needed) and give us the pride of preparation and involvement that might be necessary for such a program to be successful."

Following is a brief description of the independent study materials available from FRD and The American School.

1. Future Resources and Development, Inc.

Future Resources and Development, Inc. has developed a series of independent study courses at the college level which is available for use by students only through colleges and universities. A number of distinguished scholars have participated in developing these courses, all of which are geared to appropriate specific College Level Examination Program Subject Matter Examinations. At the present time ten courses are available as follows, as described by FRD:

English Compostion (one semester)

This two-part course seeks to help the learner write clearly and effectively, and to analyze and appreciate the form, style, and meaning of significant works of prose, poetry and drama.

General Psychology (one semester)

Provides the student with an understanding of psychology as a systematic, scientific study of the behavior of living things; also knowledge of general laws and findings within the broad areas of perception, emotion, motivation and learning.

Sociology (two semesters)

Seeks to lead the student to a wider understanding of the social world in which he lives. Helps the student observe, analyze and understand the processes of group life and focuses on society's problems and their possible solutions.

Geology (two semesters)

This comprehensive course combines the material of what formerly were two one-semester courses, physical geology and historical geology. The overall aim is to bring to the student essential knowledge of the earth and its past, to show how this information has been gathered and integrated, and to focus on the still unsolved problems facing earth scientists.

American Literature: Post 1945 (two semesters)

This course begins where most literature courses end, focusing on work published between 1945 and 1970, giving the learner an opportunity to concentrate on this important literary genre.

Management and Organization (one semester)

Principal objectives are to provide knowledge and understanding of the management process and the behavior of people in organizations. Materials aim to guide and assist the student in developing his own skills in defining and anlyzing management problems and in applying that capability to his career.

Marketing (one semester)

Provides the student with an understanding of the marketing process and its role in society, along with an appreciation of marketing problems and the most important concepts and methods used in solving them.

General Accounting (two semesters)

Introduces the student to the logic of accounting and provides sufficient

knowledge to deal with a variety of accounting problems in economic and business situations.

Analytic Geometry and Calculus (two semesters)

Provides knowledge of basic concepts, using both geometrical and physical interpretations. Application will involve solving fundamental problems in business, economics, and engineering.

College Algebra and Trigonometry (two semesters)

Aims at giving students proficiency in fundamental concepts of algebra and trigonometry with sufficient understanding of the structure and theory to allow application to more advanced mathematics, engineering, economics and the social sciences.

Additional courses are being developed and will be available in the near future.

The development of an FRD course begins with the selection of a faculty team of four to six members. Every effort is made to draw upon a diversity of viewpoints and teaching experience. The team is headed by a scholar recognized as an authority in his academic field. In addition, a specialist in the application of modern learning theory joins the team to shape the materials into a form which will reflect the latest concepts in independent study.

Each FRD course system provides a comprehensive Learning Guide, with audio cassette tapes, reference books and a variety of supplemental learning materials. Each lesson in the course has well defined performance objectives and pre-tests and post-tests complete with answers which enable the student to set his own pace and have a measure of achievement.

Each course system is designed to facilitate individual learning in an environment where the student may have little or no classroom or peer group

influence.

A college or university interested in the possibilities of utilizing an FRD course for independent study may examine the complete course package for applicability.

The cost of a particular course is difficult to determine because the course package includes resource materials for a minimum of three students attending a seminar or resource learning center, and does not include the text, but does include the study guide. Furthermore, the cost per course package depends on quantities ordered. It may be said that the pricing system is extremely flexible. On the basis of 25 students, it is estimated that the average cost per student for a one semester course, including the text is $38.

According to FRD, utilizing the traditional classroom system, the average cost of teaching a six-credit hour, two semester course to four sections of 30 students each, over a period of three years, is approximately $86,000. Using the FRD course system, it is claimed that the cost for a comparable load would be only $45,000.

2. The American School

The American School, rated as the second largest home study organization in the U.S., is a non-profit organization, in operation since 1897. Currently over 120,000 students are enrolled for independent study courses at the high school and college levels. The School's instruction staff checks, grades and returns over one and a half million examinations annually. Over 550 persons are employed by the School.

18 college level independent study courses, geared to College Level Examination Program Subject Matter Examinations are presently available from A.S. as follows:

| COST | COURSE NAME | NUMBER EXAMS | NUMBER TEXTS |
|---|---|---|---|
| $57.50 | Freshman English 101 | 8 | 5 |
| 57.50 | Freshman English 102 | 8 | 6 |
| 57.50 | American History 101 | 8 | 3 |
| 57.50 | American History 102 | 9 | 4 |
| 57.50 | Western Civilization 101 | 8 | 4 |
| 57.50 | Western Civilization 102 | 8 | 5 |
| 57.50 | Sociology 101 | 8 | 3 |
| 57.50 | Sociology 102 | 8 | 3 |
| 57.50 | American Literature 101 | 8 | 5 |
| 57.50 | American Literature 102 | 8 | 6 |
| 57.50 | Calculus 101 | 8 | 2 |
| 57.50 | Calculus 102 | 8 | 2 |
| 57.50 | Accounting 101 | 7 | 1 |
| 57.50 | Accounting 102 | 8 | 1 |
| 70.00 | College Algebra 101 | 9 | 1 |
| 70.00 | General Psychology 101 | 8 | 3 |
| 70.00 | History of American Education 101 | 8 | 3 |
| 115.00 | Engineering Graphics 101 | 12 | 1 |

Each course consists of a study guide, text book(s), reading assignments, self-check tests, and a number of comprehensive unit examinations. These examinations are completed by the student, mailed to A.S. for grading and commentary by instructional staff, and then returned to the student.

Additional college level courses, tied to CLEP, are now being developed by A.S. as follows:

Child Psychology 101
English Literature 101
English Literature 102
Business Management 101
Introductory Marketing 101

The unit examination grading service of the A.S. could provide a college or university utilizing these materials for its independent study program another alternative to offer its students within the context of the external degree program.

### D. Credit Towards a College Degree for Life Experience and/or through the Nationally Standardized Examinations of the College Level Examination Program

Proponents of the external degree concept believe that life experience (including job experience) and maturity can contribute to an individual's knowledge, understanding and utilization of specific or general bodies of knowledge on levels associated with a college education as demonstrated by awarded degrees. Therefore, they argue, to the extent that such experience and maturity can be validated as equivalent to some level of college education, college credit - including degrees - should be awarded to individuals seeking such credit. There are many educators who agree with this philosophy; but few who are satisfied with solutions to the problems of determining equivalency. Many more are agreed that equivalency can be established through the nationally standardized College Level Examination Program (CLEP) tests. Others opt for a combination of these strategies plus oral examinations and demonstrations by the faculty of the degree granting institution. In this section of our discussion we shall examine these facets of the external degree concept.

1. The College Level Examination Programs

If independent study, including life experience, is the foundation stone of the external degree concept, then surely evaluation, validation and accrediting such study and experience by nationally standardized and accepted examinations is the capstone. Such a national testing program does exist - the College Level Examination Program (CLEP).

CLEP is ~~an arm of~~ sponsored by the College Entrance Examination Board and administered by the Educational Testing Service. CLEP examination results are used for course exemption and toward degree credit by approximately 900 institutions of higher education, including junior and community colleges.

Since ~~1967~~ 1965, when CLEP examinations were first given, approximately 15,000 candidates have taken the examinations, with the number almost doubling each year. In a recent study of 546 Southern colleges and universities, it was

found that the CLEP examinations are planned to be utilized to a greater degree than any other external mechanism for granting course exemptions and degree credit.*

CLEP is based on the assumption that while many people know more than their academic credentials would suggest, they have had no way, until recently, of earning college credit for such achievement. CLEP's objective is to help such people gain recognition for what they know irrespective of how or where they learned it.

In addition to use by colleges in awarding course exemption and/or credit towards a degree, many employers will accept the results of CLEP subject matter examinations as demonstration of achievement equivalent to educational requirements for advancement on the job.

In an effort to more fully acquaint the public concerning the availability of its examinations, CLEP has recently embarked on a national publicity campaign, including newspaper advertising and TV spot announcements. In a period of one year, over 100,000 inquiries have been received as a result of this campaign.

CLEP offers its examinations each month at test centers throughout the U.S. The examinations are available to anyone who wishes to take them. The fee for the examinee is $15.00. CLEP pays the administering institution $12.50 for a group testing session, plus fifty cents per examinee. The tests are scored by CLEP and results sent to the examinee and any other person or institution he designates. The degree granting institutions make their own determination as to which tests they accept and what percentile score is acceptable for degree credit. In order to make these determinations, institutions

* Richard J. Ferrin and Warren W. Willingham, Practices of Southern Institutions in Recognizing College-Level Achievement, Higher Education Surveys Report No.3, College Entrance Examination Board, Princeton, N.J., December, 1970.

of higher education are provided the examination for study and norming as may be desired.

CLEP has received the formal endorsement of the Federation of Service Experiences of the American Counsel on Education. According to the Council on College Level Examinations,

> "...there is evidence that those who do receive credit through CLEP, once they are enrolled in regular college courses, do as well as or better than the traditional students enrolled in the same courses. Something must be said, therefore, not only for the knowledge acquired by non-traditional students but also for their motivation, maturity and desire to succeed."*

A number of educators have expressed concern that college credit by examination will damage the maintenance of academic standards. Dr. Alexander Astin, Director of the Office of Research of the American Council on Education, takes the opposite point of view.

> "Academic 'standards' ordinarily refer to the absolute level of performance that the student is required to exhibit in order to be certified (i.e., to pass courses and to earn degrees). Consequently the college is free to set any performance standards it wishes, independent of the abilities of the students it admits. Educators who might be concerned about 'maintaining academic standards' should probably put their support behind the idea of national certification examinations."**

Dr. Astin goes on to point out that "certification by (national) examination would make it possible for each student to progress at his own rate, and to a large extent, would obviate the need for course credits and grades."*** While the authors of this paper are not too concerned about credits and grades, we consider the juxtaposition of independent study at a student's own pace of interest in learning, and the use of national examinations to certify acquisition of a stated body of knowledge as a very "happy marriage" of individualized learning concepts.

Administrators of universities and colleges are concerned that utilization of the CLEP examinations will have an adverse effect on enrollments in regular

* College Credit by Examination Through the College-Level Examination Program, College Entrance Examination Board, Princeton, N.J., 1970 (p. 18)

** Alexander Astin, "Open Admissions and Programs for the Disadvantaged", The Journal of Higher Education, November, 1971.

*** Ibid.

course programs. While it is not possible to predict what any individual student may do, the experience of institutions utilizing the CLEP examinations has been beneficial. According to the CLEP Council, a number of institutions have been able to increase tuition income, particularly in adult education programs, because of additional enrollments generated through the use of CLEP. Because adults are not usually willing to sit in a classroom with young people taking courses that repeated what they already know thousands had discarded any thought of continuing their formal education or acquiring a degree. By receiving credit for the basic courses, through the CLEP examinations, many adults are persuaded to enroll in adult education programs. For example, Roosevelt University, starting in 1966, with only 50 students (over the age of 25) in its Bachelor of General Studies program now has an enrollment of over 1000 students. Each student had to show competence for college work by receiving suitable scores on the CLEP examinations. An adult may graduate from Roosevelt with as few as 72 resident credits as opposed to the 120 required of younger students.

The CLEP examinations are of two types - the General Examinations and the Subject Examinations. Both types of examinations, discussed in detail below, are used in providing for course exemption and granting college credit for programs and courses usually offered during the first two years of college study. A number of institutions are offering the Associate of Arts degree, based entirely on passing the appropriate series of CLEP examinations. Thus, by using CLEP, colleges can decrease the number of introductory or basic courses in required subjects and concentrate their faculties in the more advanced courses, seminars and independent study that have proved to be more challenging

and interesting to both students and professors alike.

Another advantage inherent in the use of the nationally standardized CLEP examinations is the potential for providing closer articulation of educational programs between 4 year institutions of higher education and 2 year institutions and high schools. Such articulation can have a most beneficial impact by reducing to a minimum the problems faced by high school students in planning programs of studies leading to college entrance. Furthermore, the CLEP examinations are probably the most useful strategy presently available for reducing the number of years a student must stay in college to receive a degree. For example, through a combination of courses in residence and the CLEP examinations, there should be no problem for an average-age student to complete his degree work in three years instead of four, and for an adult, in two years. The University of Utah reports that through its utilization of CLEP, almost 1300 students have been able to trim a full year off the time required to earn a degree, and thus saved themselves (and their parents) nearly one million dollars in tuition this past year!*

Numerous testimonials and case study reports supporting these contentions are available from the Council on College Level Examinations.

a. The General Examinations of CLEP

The General Examinations measure achievement in five basic areas of the liberal arts at the equivalent of two years of college education based on a study of a large number of universities and colleges.

1. English Composition Examination.

   Demonstrates how well the examinee can do the kind of writing that college students are generally asked to do.

2. Humanities Examination

   Demonstrates examinee's knowledge of literature, art, music and philosophy.

* AGB Notes, Association of Governing Boards of Universities and Colleges, Washington, D.C., January, 1972

3. Mathematics Examination

Demonstrates examinee's knowledge of the kind of mathematics needed in college courses in business, economics, social science and psychology.

4. Natural Science Examination

Demonstrates examinee's knowledge and understanding of important principles, problems and processes from the sciences as compared to the knowledge and understanding of college sophomores who are not majoring in a science.

5. Social Sciences-History Examination

Demonstrates examinee's knowledge of basic subject matter in history, government, economics, geography, anthropoloty, sociology, and social psychology.

The tests consist of multiple-choice questions. The total battery requires approximately six hours of testing time.

These examinations have been designed to be comprehensive as well as "relevant to the kinds of intellectual experiences students can be expected to have had by the end of two years of college-level study...The examinations do not measure the outcomes of specialized courses that students might pursue when majoring in a particular field...The examinations stress understanding, not merely retention of facts, the ability to perceive relationships, and the grasp of basic principles and concepts..."*

According to CLEP, since the General Examinations are not based on particular curriculums, there is no specific educational background required as preparation for them. Two years of liberal arts study in a college or university would be an obvious preparation. There are, however, many informal educational experiences at the college level such as wide and careful reading in an area, correspondence courses, independent study, and so on which may serve as a basis for success on the examinations.

* A Description of the General Examinations, College Entrance Examination Board, Princeton, N.J., 1971.

Before being incorporated into CLEP, the tests comprising the General Examinations were administered to a sample of full-time undergraduate students near the end of their second year in college. Scaled scores were assigned to the examination papers in such a way that 500 was the mean score and two-thirds of the group received scores between 400 and 600. The scores submitted to examinees and institutions are converted to this scale which ranges from a low of 200 to a high of 800.

Each of the General Examinations (except English Composition) yields a basic score and two subscores for a total of 13 scores, as follows:

1. English Composition

2. Humanities

   A. Fine Arts
   B. Literature

3. Mathematics

   A. Basic Skills
   B. Course Content

4. Natural Sciences

   A. Biological Science
   B. Physical Science

5. Social Sciences-History

   A. Social Science
   B. History

For subscores, the scale runs from 20 to 80 with a mean score of 50.

Scores on the General Examinations have no fixed value, and no passing or failing score levels have been established by the College Board. Individual degree granting institutions establish their own criteria as to acceptable scores on the tests and the amount of college credit to be awarded. For example, at San Francisco State College, 280 entering students in the Fall of 1971 earned the equivalent of a year of credit through taking the CLEP General

Examinations. Another 822 earned from 6 to 24 of 30 possible credits. At the University of Maine, 80 freshmen earned a full year's credit through these examinations, and an additional 268 earned at least a semester's credit. The University of Maryland will award up to 24 semester hours of credit to a student who achieves a standard score of 500 or above on each of the five tests on the following basis:

| | |
|---|---|
| English Composition | - 6 credits |
| Mathematics | - 3 credits |
| Social Science/History | - 6 credits |
| Humanities | - 6 credits |
| Science | - 3 credits |

It is interesting to note that the five areas of interdisciplinary study around which the CLEP General Examinations have been developed to test an individual's grasp of a body of knowledge in the so-called "liberal arts" parallels the organization of liberal arts studies of several university programs considered radical in nature. For example, the University of Oklahoma's Bachelor of Science in Liberal Arts external degree program is organized as follows:

1. Humanities Area
2. Natural Sciences Area
3. Social Sciences Area
4. Inter-Area Studies

Great Britain's Open University program of studies is organized into four areas as follows:

1. Arts
2. Mathematics
3. Science
4. Social Sciences

The University of Maryland is proposing to reorganize its liberal arts program into five areas of study as follows:

1. Life Sciences and Agriculture
2. Behavioral and Social Sciences
3. Mathematics, Physics and Engineering
4. Arts and Humanities
5. Human and Community Relations

Thus, an institution of higher learning which is utilizing the CLEP General Examinations might well be on the road to "reforming" its traditional program of studies in the liberal arts.

Whether or not this is one of the purposes of the CLEP General Examinations, is not known by the authors. What is obvious, however, is that use of these examinations by a college or university does give students a head start on completing their college in a shorter period of time and with the expenditure of less money than is required by the traditional four year program. As stated by Admissions Director James A. Harmon of the University of Maine:

> "Standards for graduation remain the same. It does grant credit for something the student already knows, eliminates the boredom of repetition, and realizes the possibility of some savings through acceleration"*

* CLEP Columns, College Entrance Examination Board, N.Y., November, 1971.

Page 37.

b. The Subject Matter Examinations of CLEP

In contrast to the General Examinations which are used to measure general educational background, the Subject Examinations are end-of-course tests. They measure the mastery of information, ideas, and skills that would be expected of a student who has successfully completed a course in a particular subject. The 29 Subject Examinations presently offered and their equivalent college credit level are listed below.

Also listed is the recommended minimum score for each examination at which college credit should be given. "On the theory that credit by examination should be granted at the C level - the same level at which credit is normally granted to transfer students - the Council (on College Level Examinations) recommends that credit based on CLEP Subject Examinations be granted to individuals who earn scores at or above the mean score for C students on the CLEP national norms. This is the mean score earned by regularly enrolled college students who participated in the national norms sample and received a grade of C in their college course in the subject named."* While more and more institutions are adopting the Council's recommendations on the C level score, many universities and colleges still prefer to conduct normative studies for purposes of establishing their own acceptable scores.

Each Subject Examination is a 90 minute multiple-choice test. Most also offer an optional 90 minute essay section which requires the candidate to organize, use and synthesize disparate ideas according to the demands of the question. The essay section is graded by the college or university from which the examinee is seeking course exemption or credit toward a degree. The multiple-choice part of the test is graded by CLEP and reported on a scale of 20 to 80. Very few institutions are asking for the essay questions because experience has demonstrated

*CLEP Columns, College Level Examination Program, New York, N.Y., November, 1971

that the essay questions have little or no impact on the score achieved in the multiple-choice question section.

In addition to the 29 Subject Examinations presently available, 11 additional ones are in various stages of development. By the Fall of 1972, there should be 34 Subject Examinations on the market.

| Examination | Length of Course (semesters) | Recommended Score (for credit) |
|---|---|---|
| American Government | 1 | 47 |
| American History | 2 | 50 |
| American Literature | 2 | n/a |
| Analysis and Interpretation of Literature | 2 | 49 |
| Biology | 2 | 49 |
| College Algebra | 1 | 50 |
| College Algebra - Trigonometry | 1 | 49 |
| Computers and Data Processing | 1 | 46 |
| Educational Psychology | 1 | 47 |
| Elementary Computer Programming - Fortran IV | 1 | n/a |
| English Composition | 2 | 48 |
| English Literature | 2 | 45 |
| General Chemistry | 2 | 48 |
| General Psychology | 1 | 47 |
| Geology | 2 | 49 |
| History of American Education | 1 | 46 |
| Human Growth and Development | 1 | 47 |
| Introduction to Business Management | 1 | 47 |
| Introductory Accounting | 2 | 50 |
| Introductory Business Law | 1 | 51 |
| Introductory Calculus | 2 | 48 |
| Introductory Economics | 2 | 48 |
| Introductory Marketing | 1 | 48 |
| Introductory Sociology | 2 | 46 |
| Money and Banking | 1 | 48 |
| Statistics | 1 | 49 |
| Tests and Measurements | 1 | 46 |
| Trigonometry | 1 | 49 |
| Western Civilization | 2 | 50 |

A cursory review of these Subject Examinations reveals that there are a sufficient number of courses offered for obtaining college credit at the two year level in liberal arts studies as well as in several major areas of specialization, e.g., Business Administration, Education, Social Studies, Mathematics and Economics, depending, of course, on institutional policy concerning required

courses during the freshman and sophomore years, and residency requirements in utilizing those Subject Examinations normed for two semesters where the course is offered only for one semester. The institution may decide to conduct a study for the purpose of norming the test for the one semester.

2. College Equivalency for Life Experience

In addition to utilizing CLEP examinations to determine whether or not an external degree condidate is entitled to any advanced standing, universities and colleges also assess previous college level studies (including business and industry in-service training) correspondence courses, and the military training educational programs of the applicant for possible credit towards a degree. A slowly growing number of institutions also are evaluating previous work experience, community involvement activities, published materials, creative works, etc., for possible relevancy and value in terms of college credit toward a degree. Admittedly highly subjective, various strategies and tactics are utilized in determining the equivalency of life experiences to college courses leading to a degree - from simply accepting a certain number of years of experience in a job to a combination of departmental oral and written examinations and evaluation of published papers by a special review committee.

Since most higher education institutions have developed expertise in evaluating previous college level courses, etc., we shall confine our discussion to evaluating experience backgrounds of candidates.

As stated in the descriptive literature of the Division of Continuing Education of Mundelein College, Chicago, concerning the awarding of credit for academically relevant experience, the prospective student is advised:

> "After one calendar year of study at Mundelein College, you may petition for credit in any course the College offers whose objectives you believe you have already achieved.

"The burden of proof rests on you. If you can prove to the departmental evaluator that you have, by any informal or non-credited means, attained goals equivalent or identical to those of a given course, you will be given credit for it, applicable to your degree, without having to take the course.

"The evaluator may require an oral or written examination, a dramatic or musical performance, samples of your publications or translations, works of art, samples of handwork, or testimony from recognized authorities or community leaders."

The Adult Continuing Education Program of Queens College (SUNY, Flushing, New York) offers a BA program for adults over thirty years of age. After a student has completed thirty-six credits of basic ACE seminars, he may request a "life achievement" evaluation for additional credits, up to thirty-six, depending on his background. No student automatically qualifies for such credits; he must apply. Listed below are general guidelines illustrating experiences which may qualify for credit if the applicant has been active and played an important role for a sustained period in the area.

Art: Painting or sculpting of professional or near-professional caliber

Economics: Evidence of having held long-term responsible position doing market research in Economics, legal work, accounting.

Education: Classroom teaching experience.

English: Fiction or poetry of high quality; sustained editorial work.

Home Economics: High achievement in original clothing design and construction,quantity cookery, or group child care.

Languages: Competence in the literature of one of several languages. Student may be required to pass an examination to demonstrate competence. Spoken and written knowledge of a foreign language which is one's native language does not qualify for credit; demonstrated knowledge of the literature may qualify.

Music: Professional or near-professional instrumental or choral work, conducting, or composition.

Political Science: Active participation in political research, a political club, as a lobbyist, as an organizer in a labor union, in a U.N. organization, in a peace or civil rights association.

Sociology: Experience with some form of sociological research strongly preferred. Also considered, but for limited credit, are activities like work with population control, drug addicts, neighborhood groups (exclusive of P.T.A.), religious or fraternal groups.

Foreign Language: Student who have a foreign background and facility in a foreign language may be exempted from part or all of the college requirement.

The following are among the activities not acceptable for life achievement credits:

Non-credit coursework, such as adult education courses, audited college courses, in-service courses

P.T.A. activities

Secretarial work

Trades like carpentry, electrolysis, dental technology

Sales

The University of Chicago's Executive Program offers an MBA to business executives with ten years of experience, currently employed in a managerial position, and holders of a baccalaureate. If the student does not have a bachelor's degree, he can elect the award of a certificate, or take a special qualifying examination to determine eligibility for an MBA. The program is held over a period of twenty-one months, meeting off-campus for one full day per week. (Tuition fee is $5200.)

Peppardine University (Los Angeles) offers an MBA to business executives who hold positions as division managers or presidents of their companies. The prerequisite of a BS degree can be waived if equivalent of experience and perhaps special education can be demonstrated. Length of program is sixteen months, and includes required readings, individual tutoring, a business development project, and class meetings off campus for one full day each month. (Cost of tuition is $6,350. This program will soon be offered in Dallas, Milwaukee, San Francisco and Denver.)

From the several examples above, it is obvious that relevancy and length of experience in a field connected with the student's program of studies are the governing factors in granting credit for such experience toward a degree. How much credit is granted is a matter of individual determination by the degree-granting institution. Furthermore, it should be expected that any employed adults (or unemployed adults seeking to prepare themselves for entry into a new career field) will certainly want to be granted some credit

for their previous career and educational (formal and informal) background in pursuing studies for a degree by means of an external degree program. Most commentators are quite emphatic on this as basic to the external degree program concept.

It is interesting to note that in a study of 173 junior and community colleges, selected simply because of their close proximity to military installations throughout the U.S., it was found that a sizeable number granted credit or exemptions from required courses for a variety of non-formal learning experiences as follows:*

| Experience | Number of Institutions |
|---|---|
| Military Service | 26 |
| Travel | 15 |
| Published books and articles | 17 |
| Related Professional Experiences | 20 |
| Community Social Services | 18 |

An intriguing aspect of the movement towards granting college credit for life experience are the arrangements being made between trade schools and colleges. Among such arrangements are:

> Some 15 colleges, including Massachusetts Institute of Technology, grant up to two years credit for graduates of the RCA Institute's course in electronics technology.
>
> The University of Minnesota will award one credit hour toward a B.A. or A.A. for every 32 class hours spent in a control data course of the Control Data Institute. The longest such course, Computer Technology takes 1000 hours (at a cost of $2650) and would thus entitle the student to 32 credits, about one year's academic work.

As part of the external degree program of studies offered by the New York Institute of Technology, under special arrangements with the National Tool and Die Machinery Association, one year of college credit is awarded students who have completed 5 year apprenticeships as tool and die makers.

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* An Inventory of Non-Traditional Learning Experiences at Community Junior Colleges Near Military Bases, American Association of Community and Junior Colleges, Washington, D.C. 1971

This brief review of the variety of life experiences which institutions of higher education are willing to consider as credit toward a college degree is indicative of the ferment in higher education to become more relevant to the life styles and needs of the modern college student. For many reasons, however, university administrators must approach this matter with extreme caution. An overriding concern must be the extent to which the life experiences being considered for college credit actually have contributed to the mastery of a body of knowledge the development of attitudes considered appropriate for a particular level of education. We believe this problem can be resolved best by individual institutions within the framework of their perceived mission, objectives and standards.

As a matter of procedure we offer the following example. Let us assume that a student applying for college credit toward a bachelor's degree in chemistry claims that his five years experience in a chemical research laboratory should entitle him to exemption from four chemistry courses with appropriate credit. The student could be given a Chemistry Department examination - both oral and written to test his mastery of the subject matter covered in those four courses. This is a simple and direct procedure which should resolve many of the questions surrounding this matter of providing college credit for life experience.

## E. SHOULD EXTERNAL DEGREE PROGRAMS BE OFFERED BY ESTABLISHED UNIVERSITIES OR NEW INSTITUTIONS OF HIGHER EDUCATION

The Task Force on External Degrees of the Bureau of Higher Education, U.S. Office of Education, in a recent confidential undated report (see Appendix B) concluded "that the greatest development of external degree programs will be in established, accredited colleges and universities already participating in Federal financial aid programs." Based on this assumption, external

degree students enrolled in such institutions would be eligible for various programs of financial aid. Furthermore, while the Task Force believes there should be very little additional facility and equipment needs for external degree programs of existing institutions, they would be eligible for federal funds to provide counselling, remedial courses, tutorial sessions and other forms of intensive individual guidance.

However, many commentators believe that new institutions must be organized to offer and conduct external degree programs. The Newman Report is most emphatic on this matter.

> "The monopolistic powers of existing colleges and universities cannot be justified on the grounds of their effectiveness in screening for occupational performance, nor on the grounds that being the sole agencies for awarding degrees and credentials is necessary to their educational mission. Internal reforms now under way--a de-emphasis on grades, more independent work, credit for off-campus experience, modest expansion in the use of equivalency examinations--are important but not enough. New paths to certification are needed."*

The suggested "new paths" include a variety of organizational forms and new enterprises which would have one or more of the following elements geared to the external degree program concept:

1. a different concept of what constitutes a classroom and a campus
2. a format other than the prevailing classroom-lecture-reading-examination system
3. a diversified faculty that includes members whose experience ranges beyond that gained in the traditonal graduate department
4. acceptance of experience as a legitimate part of education
5. regional examining universities
6. regional television colleges
7. small "learning center" colleges utilizing tutorial techniques and specializing in individual areas of professionalization

* The Newman Report, op. cit., pp. 42-43

8. neighborhood tutoring audio-visual library and general learning centers providing additional resources for external degree program students

9. programmed and home study learning units

Despite the seemingly radical nature of the above suggested "new paths," there does not appear to be any reason why an established university could not develop programs including these elements, particularly if it organized a special unit with adequate authority, responsibility and faculty for experimenting with a variety of off-campus approaches to higher education, as has been done by the University of Oklahoma and a number of other institutions of higher education in the U.S. We believe that long established institutions can find faculty, staff and administrators dedicated to experimentation, innovation and change as easily - perhaps more easily - than new institutions, if the "old" institution really is seeking change. As a matter of fact, many so-called traditional universities and colleges have already adopted and put into practice a number of facets of the external degree program concept, as described in Appendix A and Appendix C. The following example describes how The American University's present policies and practices and faculty attitudes, which unplanned and probably unknowingly, has brought this institution close to the "brink" of providing an external degree program.

## F. THE AMERICAN UNIVERSITY

### 1. Current Non-Traditional Policies and Practices

Various schools and departments of The American University are currently operating under a number of non-traditional policies and practices which are important bench-marks of the external degree program concept, as indicated below.

a. Credit toward a degree may be earned for superior performance in the following Subject Matter Examinations of the College Level Examination Program (Note: the student must achieve a score at the 67th percentile rather than the 50th percentile as recommended by the CLEP Council).

Introductory Calculus

English Composition

General Chemistry

General Psychology

Tests and Measurements

Introductory Sociology

Introductory Marketing

The Counseling Center of A.U. is now conducting normative studies on eight more CLEP examinations. It is expected that by June, 1972, A.U. will accept 15 CLEP Subject Matter examinations for college credit. With the acceptance of one more, which would be the equivalent of 16 courses, an Associate of Arts degree could be granted entirely on the basis of the CLEP examinations, assuming the adoption of such a policy by the University.

b. Transfer students--a maximum of thirty credit hours or the equivalent may be accepted in transfer for a combination of relevant work completed satisfactorily:

1. in Armed Services school courses recommended for baccalaureate credit by the American Council on Education, or
2. for correspondence or extension courses completed through USAFI.

An additional thirty credit hours or equivalent may be granted for relevant work completed in non-degree, extension or correspondence courses offered through a regionally accredited institution which accepts the credit for its own degrees. A minimum of thirty semester hours or the equivalent must be completed in residence at A.U. and all departmental requirements must be completed.

c. Thesis option--some schools and departments of A.U. offer the opportunity to substitute a case-study, an in-service project, an original creative work, or specific advanced research courses in lieu of a thesis for a Master's Degree.

d. Waiver of Undergraduate Degree Requirements--on the basis of tests and records the University may permit undergraduate degree students to waive all or part of the undergraduate University requirements in English composition and reading.

e. English Department Independent Reading Courses--The Department offers several types of reading courses which allow the student to read independently and at his own pace without attending class. Achievement is tested by a terminal examination on a pass/fail basis. Opportunities are made available for occasional informal discussions with instructors and other students. Three of the independent reading courses may be applied to meet the departmental requirement of twelve courses for major students.

f. Other Independent Reading Courses, Study Projects and Non-Recurring Selected Topics Courses are offered by almost all American University Departments. It is expected that the student will meet periodically

with the instructor to review his progress. If the student is not in Washington, it is assumed he will be in correspondence with the instructor concerning his progress. Normally, the instructor will be expected to be resident in Washington while he is supervising one of these projects.

g. School of Business Administration

(1) Recognizing that students enter with different levels of ability and varying degrees of proficiency, the University has special programs whereby superior students substitute advanced courses for basic courses and/or enter with advanced standing.

(2) Advanced Standing for CPS's and Lawyers--Credit may be received for satisfactorily completed American Institute of Banking courses.

(3) Waiver Examinations have been developed for students:

(a) without formal education but with strong career backgrounds and/or self-study in the areas of the first year basic requirements; and

(b) who have completed satisfactorily in previous study similar but not necessarily equivalent courses.

(4) Transferability of Credits Taken at Military Institutions--Six graduate credits where appropriate to student's program may be transferred from regionally accredited military institutions such as the National War College, Industrial College of the Armed Forces, etc.

h. Employment of a number of authorities in various fields from government agencies and research organizations as visiting lecturers and adjunct faculty to teach specialized courses.

i. The College of Continuing Education is by its very nature committed to innovative, experimental and exploratory efforts to bring higher education to ever greater numbers of youth and adults. Utilizing both on and off-campus facilities (some 30 locations in the metropolitan D.C. area), University faculty as well as government and industry people as full and part-time teachers, CCE is offering courses and programs both under its own aegis and through other schools and departments of the University. CCE provides academic counselling in the evenings and on Saturdays for students and applicants. It's Pride Certificate program was developed specifically for inner city residents who are otherwise ineligible for admission. It offers undergraduate and graduate degree programs in computer management technology, public relations, education, general studies and law enforcement. Currently, CCE is exploring, at the request of several government agencies, the possibilities of developing undergraduate and graduate degree programs for interested staff of these agencies to be offered off campus during working hours. The classes would be held in agency buildings, the students would be released from work for attendance at class, credit would be given for work experience relevant to the program of studies being pursued, and the agencies would pay a major share of the tuition expense. These programs are interdisciplinary in nature, e.g., one agency's proposed program would require approval of thirteen departments of The American University.

The above brief description of the non-traditional policies and practices already extant at The American University in terms of opening its doors wider

to more students--on as well as off campus--indicate a faculty and administration open-mindedness to further exploration and experimentation, particularly with reference to the external degree program concept.

2. Faculty Attitudes Toward the External Degree Concept

The following remarks are a composite of comments from six deans and departmental chairmen concerning the possibilities of an external degree program at The American University.

Considering the fact that practically all the literature concerning the external degree concept warns that faculty of established universities and colleges can be expected to oppose the idea, it was a delightful experience to find all the American University faculty interviewed quite sympathetic, and even offering constructive suggestions. Their major concern was with the tactics to be utilized in assuring high quality educational offerings and that there would be no diminuition of proficiency standards for any of the degrees provided. They were also concerned that some arrangements be made for personal contact between the students and University faculty, as well as for students meeting with each other. They recommended that consideration be given to arranging for occasional seminars and tutorials, either on or off campus, and were pleased to learn that such arrangements are built into programs offered by other universities.

Those who were familiar with home study course material were satisfied that there would be no problem in finding college level courses which would be suitable. However, they recommended that all home study material utilized should be reviewed and approved by relevant departmental faculty. They also recommended that any tests used to measure accomplishment or proficiency also

be reviewed and approved by relevant departmental faculty. They also recommended that any tests used to measure accomplishment or proficiency also be reviewed and approved by relevant departmental faculty. It was felt that external degree students (as well as off-campus students) be able to pass the same or equivalent subject-matter tests given to on-campus students if the external degree is to have any value as proof of proficiency in a higher education course or program.

There was only one person who questioned the examination phase of the external degree, but he admitted that he was philosophically opposed to all examinations because of the adversary role they created between teacher and student.

Several department heads believed the external degree program would work best in the undergraduate liberal arts degree program, and possibly in some of the departmental basic courses. However, they believed that a major student should attend campus classes and labs at some time in order to qualify for a degree in a major. Other faculty members felt that the external degree program, with its emphasis on independent study was better suited for graduate students!

None of the department heads had any particular objection to part-time students. As one person stated, the important consideration is highly motivated full-minded students!

An interesting philosophical observation was made by one faculty member concerning whether reforms in higher education should not go in the direction of fewer degrees rather than more. The latter direction is simply acquiescing to the demands of employers for degrees and diplomas whether or not jobs require such qualifications. Furthermore, he questions the validity of the concept that many people would indeed be able to move upward in occupational and

class status if they had a college degree. He believes that upward mobility is more a function of cultural heritage, family status and individual motivation rather than of educational achievement alone, and that sufficient higher educational opportunities exist for these types of persons. To give more people degrees which will not automatically assure them upward mobility may result in more harm than good both to individuals with unfilfilled expectations, as well as to higher education itself.

One department head saw the external degree program as a means for a considerable increase in student body and tuition income without increase in costs for additional physical facilities on campus. While additional staff would be needed to service the program, maintain records, etc., such costs would be minor. However, he also strongly recommended the employment of faculty to conduct seminars and tutorials, and the use of community resource learning centers. Acknowledging that such supporting services would add to the costs of the program, he felt they were absolutely necessary to assure a high quality educational program, and to prevent a high drop-out rate of students. He suggested that an external degree program faculty would provide teaching jobs for many doctoral graduates who would otherwise be unemployed or underemployed. He was interested to learn that the Task Force on External Degrees of the Bureau of Higher Education of the U.S. Office of Education (see Appendix B) has recommended that federal financial aid be made available to established universities and colleges for any additional facilities which may be needed for community supportive services to external degree students.

One department head questioned whether there is in fact a large number of people in the Washington metropolitan area who would seek an extternal liberal arts or liberal studies degree. He feels that the time and effort

required for independent study at home is possibly greater than would be required for either part-time on or off-campus class attendance. He suggested that the population characteristics in this indicate there would be more people who would seek a graduate degree if it were offered on an external degree basis.

## G. CONCLUSIONS AND RECOMMENDATIONS

Given the expressed interest in the external degree program for The American University by the several departmental chairmen, deans and faculty members interviewed, and the extent to which the University has already accepted by policy and practice a number of elements of the concept, the Dean for Academic Affairs of A.U. suggested that the authors of this paper develop a detailed proposal for an external degree program to be offered by the University. It was agreed that:

1. the program be confined to curricular offerings which are either presently or are assured of being offered in the near future
2. any program to be offered will enable its students to at least pass the same subject matter examinations as given to students enrolled in on-campus classes. For this reason it was recommended that instead of The American University using the phrase "external degree program" in its deliberations, a preferable and more descriptive phrase would be the College Competency Degree Program (CCDP).
3. no outlay of funds was to be involved for physical facilities, instructional material or faculty unless there was complete assurance of recapture of costs.
4. to the extent possible, the proposal was to include a detailed statement of all costs involved and to provide sufficient income to cover all overhead costs in the same manner and formula as any other program

offered by the University, but the tuition charge per course was not to exceed the charge for regular off-campus programs

5. the CCDP was to be administered by the College of Continuing Education
6. the initial CCDP be desined to meet the specific educational needs of a predetermined group of potential students
7. the CCDP would have to be approved by the administration and the University Senate in the same manner as any new academic program proposal

Section II of this paper contains the detailed proposal for the College Competency Degree Program as submitted to The American University on October 15, 1971, with some modifications. The CCDP proposal is now being studied by a University Committee established for this purpose by the Vice President for Academic Affairs.

It should be noted that in the final stages of preparing the proposal for the CCDP, a number of faculty members were interviewed, and that they contributed a number of ideas incorporated into the proposal. Also, an advisory committee composed of government agency personnel and training directors, and American University faculty, was established. This committee was also responsible for providing some excellent ideas which became part of the proposed CCDP.

Finally, the authors took into account all we had learned from our research into the external degree concept for higher education. We believe that the proposed CCDP is particularly suited for adoption by a traditionally oriented, established urban university or college as an innovative - but not radical - additional delivery system of higher education for those students who desire

and can profit from independent study leading to a college degree.

Our proposal, in addition to being financially sound for the institution and providing for low-cost college education to students who are capable of engaging in independent study; also:

1. permits enrollment of students on a continuous basis throughout the year;
2. provides for completion of degree programs within time frames suited to individual student desires and competencies;
3. allows for tutorial groups and scheduled seminars on a voluntary basis for those students engaged in directed independent study;
4. is available to on-campus students as may be desired, and approved by the appropriate schools and departments;
5. offers use of commercially, as well as university faculty prepared home study materials for students desiring directed independent study;
6. utilizes both nationally standardized tests (CLEP) as well as faculty developed examinations for determining a student's mastery of a specified body of knowledge and for granting credit toward a degree;
7. provides for reimbursing faculty members who prepare independent study syllabi and tests on a royalty basis as published material;
8. recognizes and credentializes the contribution of life experience in terms of acquiring a college degree;
9. offers counseling services prior to enrollment
10. allows for several alternative routes and combinations of such alternatives to achieve a college degree at the undergraduate and graduate levels;
11. permits students to participate in comapus life activities of the University;

12. provides for utilization of community employer facilities as "learning resource centers".

All this within the parameters of and without necessarily reforming the program of an existing institution of higher education, no matter how desirable reform may be. We believe it is entirely feasible for a college or university to initiate and conduct an external degree independent studies program which will be rooted in its traditions, but flexible and viable enough to change as the institution itself changes its concept of its mission. Furthermore, it can be sufficiently innovative to also suggest warranted new departures and reforms. If some educators consider these elements of our proposal* as radicalizing higher education, then let us all make the most of it.

* A copy of the specific proposal for an external degree program may be obtained by writing to the authors at The American University, Washington, D.C. 20016.

APPENDIX A

SOME ADDITIONAL ACCREDITED UNIVERSITY AND COLLEGE

EXTERNAL UNDERGRADUATE AND GRADUATE DEGREE PROGRAMS IN THE U.S.

A. New York State

1. Regent's Degree Program

a. In 1970 the Carnegie and Ford Foundations granted $800,000 to the New York State Board of Regents to provide programs leading to:

(1) an AA Degree in General Education

(2) a BS in Business Administration based entirely on proficiency examinations

b. First degrees expected to be conferred by 1972.

c. Proficiency examinations to be developed by CEEB and ETS. Eventually tests will be available for a full range of programs.

d. Degree candidates will be aided by the Home Study Clearing House of New York state's College Proficiency Examination Program. Candidates need not take home study courses.

2. Empire State College

a. In 1970 Carnegie and Ford Foundations recently granted $1 million for establishing this non-residential college.

(1) Has a president and resident faculty

(2) Begins with 1971-72 school year

b. Instruction to be provided through home study courses, ETV, radio, tapes, assigned readings, etc.

c. For an initial enrollment of five hundred to one thousand students there will be two to four learning centers--to be increased to twenty by time enrollment reaches 10,000. By 1980 enrollment is

expected to be 40,000. By then, all of SUNY's university, college and community college campuses will cooperate by serving as learning centers.

d. Learning centers will offer counselling, tutoring, testing and record keeping services

e. Credits toward degree will be accumulated through combination of individual study, work, experience, seminars, tutorials and proficiency examinations.

f. Initial degrees will be AA in Arts, Bachelor of Arts, and BA in some majors

g. Tuition - $550 for full-time students. Tuition for part-time students will be pro-rated according to courses taken. Scholarship aid available.

3. Syracuse University

Syracuse University offers two external degree degree programs: Bachelor of Liberal Studies and Bachelor of Science in Business Administration. These programs permit a student to acquire a degree in four years while requiring residence on campus only 24 days each year.

4. Central New York Consortium Program

The Policy Institute of the Syracuse University Research Corporation is coordinating a regional external degree system involving both public and private institutions and agencies in five counties of Central New York.

B. The University of Oklahoma

1. Independent Study College Courses through Correspondence

The University of Oklahoma offers correspondence courses in over forty subject matter areas. Fees are $16.50 per credit hour, plus cost of

books and a small handling charge for mailing of graded lessons. Lessons are graded by University faculty members. There are no required entrance examinations for admission, but students who are working for credit toward a degree must have the prerequisites, and their dean's approval if enrolled in residence work. Examinations are administered under supervision either at the University or at a cooperating university or college if the student cannot come to the campus. A year from enrollment date is allowed in which to complete a course.

2. External Degree Programs

The University of Oklahoma offers external degree programs in the following:

Bachelor of Liberal Studies (initiated in 1961)

Master of Liberal Studies

Master of Arts in Human Relations

Master of Arts in Economics (initiated in 1968)

Master of Arts in Public Administration (initiated in 1965)

a. Bachelor of Liberal Studies

(1) Program is divided into three areas of study:

(a) Humanities

(b) Natural Sciences

(c) Social Sciences

plus a program of Inter-Area Studies

Placement tests allow the student to enter each of three areas of study at his own level of prior attainment. The student completes the courses comprising an area at his own pace, but

does not go into another area until he completes the one in which he is currently studying.

(2) Format of Area Studies:

(a) Guided independent study

(b) An area comprehensive examination

(c) An area residential seminar of three weeks on campus

(3) Format of Inter-Area Studies Unit

When student has completed the three Area Studies, he enrolls in Inter-Area Studies Unit

(a) Critique of required readings

(b) Selected readings by student

(c) Preparation of a study-in-depth paper

(d) Residential Seminar of four weeks on campus

(e) Comprehensive examination

(f) Undergraduate Record Examination area tests

(4) Costs

| | |
|---|---|
| (a) Placement testing, orientation and advisement | $ 50.00 |
| (b) Area enrollment (not including cost of books) @ $ 2.50 per area for three areas | 750.00 |
| (c) Registration for Area Seminars @ $2.50 each for three seminars | 750.00 |
| (d) Inter-Area Study enrollment | 250.00 |
| (e) Inter-Area Seminar | 350.00 |
| Total Fees* | $ 2;150.00 |

* not including cost of books or living expenses for a total of thirteen weeks on campus.

b. Master Programs in Economics, Public Administration and Human Relations

These programs are offered either on campus or in seven U.S. cities and seven foreign country cities. Their format involves independent study followed by a one-week seminar (either on campus or in the city where program is offered) of thirty hours for sixteen credit hours, directed independent readings for six credit hours, research papers for six credit hours, and two seminars on campus of one week each for four credit hours. Of the total of thirty-two credit hours required, twenty-eight can be completed off campus. Total seminar classes equal ten weeks. The seminar sessions include lectures, conferences, discussion, group problem solving and individual study. Assignments and reading materials are sent each student approximately six weeks prior to the seminar. The off-campus one-week seminars are conducted by campus faculty travelling from the University of Oklahoma. The faculty member receives approximately $1300 as an honorarium, plus travelling expenses.

Costs are:

| | |
|---|---|
| Application Fee | $30.00 |
| Tuition per credit hour | 60.00 |
| Books and materials per credit hour (approximately) | 12.00 |

Note that the program in Human Relations includes experience in either governmental or private social agencies.

c. Master Program in Liberal Studies

This program includes directed readings off campus plus:

(1) One week in residence on campus for an introductory seminar

(2) A three-week colloquim in residence on campus

(3) A three-week advanced seminar in residence on campus

(4) Directed study in preparation of a master's thesis

Total tuition costs, exlusive of books, living costs on campus and other miscellaneous items is $925 if student completes program in one year. For each additional year involved, the tuition costs would be approximately $500 for directed reading and study in preparation for the thesis. Usual time to complete the program is two years.

C. The Department of Housing and Urban Development's "University Without Walls"

Employees of governmental units in 14 States are currently earning academic degrees by taking advantage of the highly innovative National Urban Studies Program's "University Without Walls," initiated by the U.S. Department of Housing and Urban Development one year ago.

The National Urban Studies Program offers unique opportunities for professional training and development to State and local governmental personnel while remaining on the job.

Four universities have cooperated with HUD in developing an innovative curriculum format for technology and management instruction that differs substantially from current concepts of academic programing. Each institution developed wholly new programs, at their own expense, to HUD specifications. The Universities of Detroit, Northern Colorado, Oklahoma, and Manatee Junior College have National Urban Studies Programs underway now. Full time employees

of State and local governments are eligible for HUD support; Federal and military personnel are also participating under various aspects of the program.

Employee-students, while continuing work and education simultaneously, benefit from numerous specialized features of the "University Without Walls." Programs are individually tailored and flexibly designed to meet the needs of both the employee-student and their employers.

Specially trained counselors provided by each university work with students in developing a personal course of study. On-the-job experience is assessed and credit awarded for existing capabilities. Previous college level study is also reviewed for accreditation. Frequency of enrollment depends on individual situations. It is possible, however, to undertake an accelerated program and earn a degree in less time than required for on-campus structured degree programs. Studies can be completed for a Bachelor of Arts, Master of Arts or Specialist, and sixth year certificate (doctoral less dissertation).

The programs can be established in any community. The basic formats are intensive one week sessions or three day segments of workshops or seminars. Sessions are held in convenient, local facilities with required reading and assignments distributed prior to the sessions. Instructors are drawn from throughout the Nation and include outstanding individuals from the academic, government, and private sectors.

The University of Northern Colorado (UNC), through its Center for Special and Advanced Programs, has a current enrollment of some 1000 students in the National Urban Studies Program. UNC's schedule for this academic year involves more than 200 courses in 10 States. A majority of those taking advantage of

work-study opportunity at this time are minority group members and inner-city residents.*

Degree programs and courses offered through the National Urban Studies Program include urban administration, codes and zoning, urban and regional planning, social services for the inner city, urban sociology and economics, urban design and architecture, and housing management. Urban education courses are also available for participating school systems.

D. University of South Florida

The University of South Florida offers a program of directed home study combined with four short term seminars on campus in a format similar to the Bachelor of Liberal Studies of the University of Oklahoma. South Florida's degree is Bachelor of Independent Studies. The following information is reproduced from literature of U.S.F.

Who Qualifies?

-- Adults 25 years of age or older

--High School graduate or equivalency

--Adults who for practical reasons cannot devote the usual block of time required by traditional, resident degree programs.

--Meet admission requirements of the University of South Florida and of the BIS Council.

What's So Special?

--The curriculum: The BIS Adult Degree Program is a course of liberal studies, as opposed to a major or minor in a field of specialization.

--The approach: You complete four areas of study (Humanities, Natural

* The following figures reflect the status of the National Urban Studies Program as of March 1, 1971: The University of Northern Colorado (UNC), through its Center for Special and Advanced Programs, has an enrollment of some 2,000 students in the Program. UNC's schedule in this academic year involves more than 300 courses in 20 states.)

Sciences, Social Sciences and Inter-area Study) via two methods. First, you utilize your spare time for reading under the direction of a faculty advisor. Secondly, you attend four short-term resident seminars. Seminar residence totals thirteen weeks-three weeks for each of the first three areas of study and four weeks for the final area.

How Long Will It Take?

This depends on you. In other words, you proceed at your own pace and can complete the degree within two to eight years, depending on your background, your reading skills and study schedule.

What About Previous College Work?

The BIS Program is open to adults with or without previous college or university level work.

Relevant, residual knowledge, however acquired, is recognized via the pace at which a candidate is allowed to progress.

Credit hours may not be transferred into or out of the BIS Adult Degree Program. Candidates do not receive letter grades or credit hours. On satisfactory completion of four areas of study, the adult has earned the degree.

E. George Washington University, Washington, D.C.

The following information appeared in a September 9, 1971 news release from George Washington University:

"George Washington University's undergraduate Columbian College of Arts and Sciences will now grant credit throughout its on and off-campus programs on the basis of specified tests taken in lieu of course work, according to an announcement from Columbian Dean Calvin C. Linton.

Credit will be granted to students scoring at the 50th percentile or higher on tests taken through the College Level Examination Program (CLEP) or on departmental validating examinations.

The new ruling will apply to the off-campus programs leading to the Associate in Arts, Bachelor of General Studies, Bachelor of Science in Environmental Health, Bachelor of Science in Geodetic and Cartographic Science, and Bachelor of Science in Oceanography degrees.

GW already permits a maximum of 30 hours of credit for a combination of such work as Advanced Placement courses and classes taken in various military service schools. Columbian College has now expanded this policy to include credit for the CLEP tests or departmental validating exams. The 30-hour maximum, however, will be maintained, according to Dr. Robert Rutledge, Assistant Dean of Columbian College.

The CLEP program is based on the assumption that "many Americans know more than their academic credentials would suggest", and is designed to help such people "gain recognition for what they know and can do, regardless of how or where they learned it," according to the College Entrance Examination Board which developed the tests.

General Examinations in the five basic areas of the liberal arts are offered. Four of these (Humanities, Mathematics, Natural Sciences, and Social Sciences-History) will be accepted for credit by Columbian College. The fifth, English Composition, will not be accepted at GWU.

The General Examinations are designed for adult students, and credit will be granted only to those who have been out of high school at least three years at the time they begin full-time college study.

In addition, all 27 Subject Examinations currently available through CLEP will be accepted for credit, according to Joseph Y. Ruth, Director of Admissions. The Subject Examinations measure achievement in specific college courses.

Students may also request validating examinations given by the University department from which they wish to obtain credit in other subject areas. All students are eligible fro the Subject Examinations or departmental validating examinations, but credit by exam cannot duplicate credit previously earned, Mr. Ruth emphasizes.

The examinations are given the third week of each month at testing centers throughout the United States. Starting in the fall they will be administered at the GW University Counseling Center, 718 21st Street, N.W. (telephone 202/676-6550) under the direction of Dr. E. Lakin Phillips, Director of the Center. Mrs. Margaret Eber will administer the CLEP examinations. They are currently offered at the American University Counseling Center (telephone 202/676-2050).

The General Examinations are also administered at no charge to military personnel on active duty through the United States Armed Forces Institute.

Registration forms and booklets describing the various tests, including sample questions, may be obtained from the College Level Examination Program, Box 1821, Princeton, New Jersey 08540. For further information, contact one of the College of General Studies representatives."

F. The New York Institute of Technology (New York City and Old Westbury, Conn.) The following information appeared in an advertisement in the New York Times, January 9, 1972:

"The Division of Business Management has designed a new program enabling students to begin work toward an M.B.A. degree on Saturdays. You can choose either the "Saturday Semester," or a convenient two-course per evening, one-evening a week schedule. You can also choose between New York Tech's Long Island campus in Old Westbury, or the Manhattan campus, across from Carnegie Hall.

Whichever schedule, whichever campus, New York Tech's M.B.A. program is fully accredited by The Middle States Association and can be completed in less than two years."

G. External Doctor of Education Degree Program of Nova University (Ft. Lauderdale, Florida)

The following information was excerpted from a pamphlet provided by Nova University. The degree program described herein has been approved by the Southern Association of Colleges and Schools.

"Nova University is offering a new, unique three-year off-campus program for qualifed professional school administrators.

Called "The Nova Cluster" concept, it allows you to work at home in your own way utilizing special study guides.

In effect, Nova University is bringing the campus and the curriculum to you - professor and all.

Once a month a professor in a particular discipline from the Nova University faculty flies into your local area to meet with you and a Cluster of your fellow doctoral candidates for an intensive eight-hour seminar.

The rest of the time, you work alone or with your colleagues under the supervision of a qualified local coordinator.

At any time you can consult with your coordinator or your Nova professor, on campus, by phone or correspondence.

Toward the end of each program, you carry out an individual field practicum at home and in your own time.

The only time you have to set foot on the Nova University campus is for symposia (one each year, the first two years), for your final exams (written and oral) and to present dissertations.

At present there are seven available Nova Clusters: in Fort Lauderdale, Florida; Nassau County, New York; Hartford, Connecticut; Solano County, California; Jacksonville, Florida; Atlanta, Georgia; and Dallas, Texas. More will be formed, based on demand.

Eight fields of competence are covered, all having to do with your profession as a school administrator: (1) Finance, (2) Personnel Management and Staff Development, (3) Curriculum Development, (4) Administrative Theory, (5) Educational Assessment and Statistics, (6) Social Issues and School Law, (7) Systems Management and (8) Learning Theory.

THE REQUIREMENTS

While the course is designed to help you make the most effective use of your available study time the prerequisites and requirements are as complete and rigorous as any full-time on-campus doctoral program.

In fact, the university expects levels of competence at the end of the curriculum to equal or surpass those attained by conventional means. Quality control is guaranteed through the use of external examinations.

To enroll in the Nova Cluster program you must have:

a. A school administrative license or other credentials.

b. A master's degree from an accredited institution.

c. Current employment in a school district, in an administrative capacity.

To complete the program, you must pass a written examination and pursue a practicum in each of the eight areas of study. This involves choosing an actual school administrative problem, analyzing its causes and effects, arriving at a practical solution and implementing the solution.

In each of the first two years, you will be expected to concentrate on at least three of the eight areas and, in the third year, to direct your efforts toward completing the last two areas and your dissertation requirement.

Dissertation topics will be based on important problems you personally face as part of your professional responsibilities in order to further enhance the relationship between theory and practice.

THE FEES

There is a $200 deposit required with the application form, plus a $25 processing fee. Tuition is $1,500 each study year, payable at the time of acceptance.

Working at a normal pace, you can expect to complete your doctorate in three years. On the other hand, you may finish in two, or elect to stretch it over a longer period if necessary.

APPENDIX B

OFFICE OF EDUCATION

BUREAU OF HIGHER EDUCATION

REPORT OF THE TASK FORCE ON EXTERNAL DEGREES

(Confidential Report of Recent Undated Meeting)

A SUMMARY

Definition: An external degree is one for which a student may complete his degree requirements without being in residence at an institution of higher learning except for examination periods.

Potential Student Body: Such degree programs would primarily attract adults and young adults who had not had the previous opportunity or desire to attend college; might also be attractive to youth not financially able to pay regular tuition costs or not academically qualified for college on the basis of standard admissions policies.

Institutions Which May be Interested

1. Greatest development of external degree programs will be established, accredited colleges and universities already eligible for Federal financial aid program.
2. Possibility exists that:
   a. Established correspondence schools will expand their course offerings and seek authority for offering BA, BS and professional degrees.
   b. Completely new institutions will be founded specifically to offer external degree programs.

   Would probably not qualify for any federal funds, including student financial aid funds, without specific new legislation. Task Force is negative about new institutions.

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Student Financial Aid

1. External Degree students in already accredited institutions of higher learning would be eligible for:

   a. Educational Opportunity grants

   b. National defense student loans

   c. College work-study

   d. Guaranteed loans

   if they can demonstrate need. Same requirements would apply as for resident students, based on whether full or part-time.

   e. Full-time

      If university declares student as full time, he could be eligible for EOG and CWS grants.

Institutional Federal Aid

1. While Task Force believes that there should be very little additional facility and equipment needs for external degree programs of existing universities, if new testing and counselling centers are established, they would probably be eligi be for federal funds, including Special Services-counselling, remedial courses, tutorial sessions, and other forms of intensive individual guidance

General Considerations

1. Presence of the student in residence in a traditional academic setting has an important positive effect upon his intellectual motivation and social development. His sharing in a community of teachers and other students can contribute to his emotional maturity and sense of perspective. This is of particular importance to disadvantaged students from minority groups.

2. External degree programs must maintain high standards of quality for American higher education. A validation requirement should be made an important part of the accreditation process for the examination and testing standards.
3. Existing Office of Education policy opposes degrees gained solely through correspondence.
4. Considerable questioning of advisability of accrediting new institutions established solely for purpose of granting external degrees. Concern is based on experience with "degree mills" and proprietary schools.
5. Task Force concludes that established colleges and universities have an opportunity to create external degree programs organized around selected disciplines and preserving a high degree of quality both in the curricular materials and in the examination and testing procedures. Such programs might well require some recurring periods of residence for review seminars, academic counselling, tutorial sessions and library orientation.

## APPENDIX C

## SYRACUSE UNIVERSITY'S EXTERNAL DEGREE CURRICULUM IN BUSINESS ADMINISTRATION

(The following information has been excerpted from an article by L. Richard Oliker, Associate Dean, School of Management, Syracuse University in XD Newsletter, January, 1972, published by Syracuse University Research Center).

The development of a completely new approach for purposes of an external degree program is extremely well illustrated in the following account of the process which took place at Syracuse University for its recently announced external Bachelor of Science in Business Administration. Following is a verbatim report of what was involved in the developmental process.

"DETERMINING AREAS OF COMPETENCY IN BUSINESS ADMINISTRATION

Under a subcontract from the Policy Institute of SURC, members of the faculty of the School of Management of Syracuse University produced for possible application to the Central New York External Degree Program, a comprehensive study of Areas of Competency in Business Administration, i.e., what a person should know in various technical business subject matter areas to qualify for a baccalaureate degree. This study will be reviewed by Consortium members and business leaders of the 5 county area.

There are many ways in which curriculum development may be accomplished. In this instance, a Task Force of 16 members of the School of Management faculty was involved. The parameters of each Area were carefully described and outlined, with detailed behavioral objectives defining the designed educational experience.

The task of classifying the kinds of competency one should demonstrate in order to function effectively in positions within the field of Business

Administration clearly involved recognition of the use of different kinds of knowledge (specialized skills, analytical or synthesizing ability, theoretical background, etc.) for given career areas. Rather than making a survey of already existing undergraduate courses, we decided to look at the work in each area with a fresh approach, asking the question: "What are the key concepts and issues especially appropriate for this specific competency?" Our study was aimed at identifying the "mix" of technical skills, general ability, and background knowledge which fits recognized career patterns in modern business, and listing them in organized fashion. In addition, we cited the techniques, technology, and teaching approach which we felt would be effective in communicating the appropriate core knowledge for individual mixes or "Areas of Competency" as we designated them.

Determination of each Area of Competency involved a detailed description of the learning experience which the candidate would have and the depth and degree of proficiency he should receive in that Area. The basic concept of such an Area as the unit upon which the validating examination(s) will be based is a novel, but not unique, development of the external degree idea. The current business administration curriculum at S.U. consists of 120 semester hours of credit - 54 in business, 54 in the liberal arts, and the remaining 12 are free electives. The Area approach implies modularization of this total degree package.

As a first effort to define the parameters of Areas of Competency in Business Administration, the existing courses comprising this segment of the degree were subjected to critical re-evaluation and finally grouped into

compatible components for re-casting requirements into new dimensions. A systems approach was employed as the medium for assessing areas of possible overlap and redundancy. The following organization design resulted:

| | Area of Competency | Semester Hour Equivalent |
|---|---|---|
| I. | Financial Information Systems | 8 |
| II. | Environmental Studies | 8 |
| III. | Logistics | 8 |
| IV. | Quantitative Analysis | 8 |
| V. | Accounting | 8 |
| VI. | Finance | 8 |
| VII. | Marketing | 8 |
| VIII. | Operations Management | 8 |
| IX. | Personnel & Industrial Relations | 8 |
| X. | Advanced Quantitative Analysis | 8 |

The first four Areas of Competency encompass what is normally contained in the undergraduate business "core". At Syracuse University, this core involves 36 semester hours of study (12 courses). Rather than develop 12 separate examinations, the Area approach allows for the validation of this learning experience through four comprehensive examinations. The entire Business Administration portion of the curriculum involves the development of only ten such testing measures - one for each Area. Area parameters were established because they offer a convenient packaging of the current, residential curricular elements. In addition, they provide for the partial utilization of existing course materials in a new pattern. The flexibility of this approach permits better use of curricular materials by the wide range of students who participate in external degree programs and who come with greatly varying backgrounds and needs.

A SAMPLE "AREA OF COMPETENCE"

The area of knowledge which we have called "Quantitative Analysis" encompasses 8 semester hours of course work if taken in the residential

setting. In the more flexible Area approach, the core of necessary knowledge was described in summary as follows:

Quantitative Analysis

The rapid growth and expansion of technology have compounded managerial problems related to efficient and effective allocation of resources under conditions of risk and uncertainty. However, many current complexities can be quantified for purposes of evaluation in the decision process. The corporate response to this complex milieu has been the adoption of existing quantitative techniques in a combination to provide for the effective utilization of numerical information in managerial analysis.

Statistical evaluation is employed to focus on theory and methods necessary for the collection, presentation and analysis of numerical data. Emphasis, for purposes of this Area, is placed on the use of partial information (sampling). Probability theory and estimation are utilized for this purpose. Quantitative managerial analysis focuses directly on the decision process. The decision process is conceptualized and methods for handling various decision situations, and theory for each is developed.

The computer is often an effective tool for the purposes of decision-making. Thus, the focus includes the fundamentals of operation and programming. Specific uses of this tool for system design and problem solutions are also employed to produce models for organizational operation.

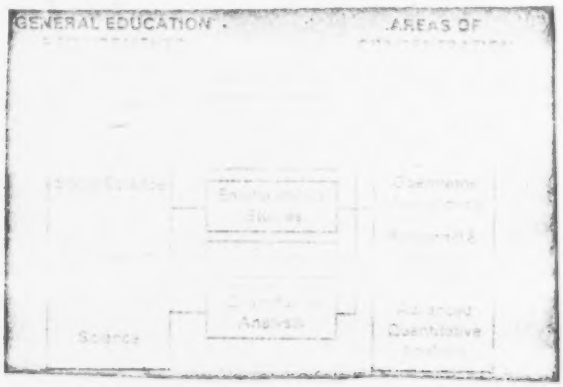
THE GENERAL EDUCATION COMPONENT

Obviously, core knowledge and advanced specialized training in the Business Administration field need to be melded with a general education component in order to produce a well-educated businessman. The Planning

Consortium for the External Degree in our 5 county area is currently studying the problem of the necessary Liberal Arts core knowledge.

In the recently announced external degree program in Business Administration based at its University College Division of Syracuse University, this meld was accomplished by working with an already-existing Bachelor of Liberal Studies Degree Program which had been in operation for several years. The curriculum of this program consists of four levels of study in each of the following areas: Humanities, Mathematics, Social Science and Science (Physical and Biological).

The meld of the modules comprising the Bachelor of Liberal Studies Program and those making up areas of knowledge in Business Administration was accomplished by meshing two modular structures as depicted below:




Four Core Areas, Financial Information Systems, Environmental Studies, Logistics and Quantitative Analysis - are required for all Business Administration candidates. However, 3 of the other 4 Areas of Concentration may be elected, 1 in the third year and 2 in the fourth. Thus, a total of 7 Areas would be involved in a Business Administration degree (equivalent to 56 semester hours of study). Study in at least 9 units of the 4 broad

content modular areas of the Liberal Studies curriculum (Humanities, Social Science and Mathematics) is required for the Business Administration Degree, the equivalent of 72 semester hours of residential study.

The program is now viewed as the sum of 16 units of study in 12 Areas (4 in Liberal Studies, 8 in Business) but rather as an integrated program in which individual segments complement and build upon one another. The faculty has recommended that students enroll concurrently in the Liberal studies and the Business Core areas. After completing core requirements, students begin their study in specific Business Areas of Concentration, such as Accounting, Finance, Management and Marketing.

The as-yet-unanswered question is whether this degree will be accepted at par (with residential degree programs) by both the business and academic communities.

Those who seek to offer relevant education to the ever-widening range of students who present themselves must, however, move forward with new programs designed perhaps, through a mixture of skill and faith - but with the goal in mind of meeting the student where he is and assisting him to go further. This is what external degree is all about."